

The Classical Outlook

VOLUME XXXIII

JANUARY, 1956

NUMBER 4

Copyright, 1956, by the American Classical League

OUR CALENDAR—TWO THOUSAND YEARS OLD

By ROBERT G. HOERBER
Westminster College, Fulton, Missouri

THIS MONTH an old standby of ours reaches the ripe old age of two thousand years—namely, our calendar, which began its existence on January 1, 45 B.C., and was the mental offspring of Julius Caesar and his astronomer Sosigenes. These two men realized the need of a new calendar, for the old calendar was "out of joint" with the seasons to the extent of about eighty days, or almost three months; March 21, for example, was coinciding with the middle of winter instead of marking the first day of spring.

The problem of keeping the calendar in line with the seasons had troubled the Romans for a number of centuries before the time of Caesar. The authorities had corrected the calendar frequently. Corrections were necessary primarily because the Romans before the age of Caesar had a lunar calendar—a calendar based on the phases and revolution of the moon—instead of one based on the movement of the earth in relation to the sun, which is a solar calendar.

Now, a lunar year contains 354 days, 8 hours, and 48 minutes. The Roman lunar calendar, used for centuries before Caesar, was divided thus:

Januarius	29 days
Februarius	28 days
Martius	31 days
Aprilis	29 days
Maius	31 days
Junius	29 days
Quintilis	31 days
Sextilis	29 days
September	29 days
October	31 days
November	29 days
December	29 days

Total 355 days

The early Romans apparently had chosen a lunar calendar because they were originally and essentially an agricultural people. Even today many rural people put great faith in the phases of the moon for the planting of crops. That the phases of the moon were important to the Romans is evident from their division of the individual months. The first day of every month, called the Kalends,

PRAYER

ON NEW YEAR'S DAY

(Ovid, *Fasti* i, 65-72)

Jane biceps, anni tacite labentis origo,
Solus de superis qui tua terga vides,
Dexter ades ducibus, quorum secura labore

Otia terra ferax, otia pontus habet.
Dexter ades patribusque tuis populoque Quirini,

Et resera nutu candida templa tuo.
Prospera lux oritur: linguis animisque favete!

Nunc dicenda bona sunt bona verba die.

supposedly coincided with the new moon; the Nones (the fifth day in the shorter months and the seventh day in the months of 31 days) supposedly marked the first quarter of the moon; and the Ides (the thirteenth in the shorter months and the fifteenth in the four months of 31 days) supposedly denoted the full moon.

But agricultural people must observe also the four seasons of the solar year, which is 365.24+ days in length, or about eleven days longer than a lunar year. Before the beginning of Caesar's calendar the Romans had attempted to make their lunar calendar harmonize with a solar year by adopting a cycle of four years. The first and third years of each cycle had 355 days each, as outlined above. In the second year of each cycle 22 days were added to February, and in the fourth year the Romans added 23 days to February. The complete cycle of four years then contained 1465 days. But four solar years should include approximately 1460.96 days. The priests, therefore, from time to time were compelled to make corrections in order to bring the calendar "in joint" with the seasons. As a result of frequent neglect the system was out of gear and in need of complete revision by Julius Caesar and his astronomer Sosigenes.

The important innovation of the Julian calendar was essentially the disregard of the lunar year and the adoption of a solar calendar. Since a solar year is approximately 365.24

days, Sosigenes recommended the calendar which is basically the one in use today, divided as follows:

Januarius	31 days
Februarius	28 days
Martius	31 days
Aprilis	30 days
Maius	31 days
Junius	30 days
Quintilis	31 days
Sextilis	31 days
September	30 days
October	31 days
November	30 days
December	31 days

Total 365 days

But a year of 365 days is approximately one-fourth of a day short of a true solar year (365.24+ days). So Sosigenes arranged for an additional day to be added to February every fourth year, which we call leap year. The solution of Sosigenes seems simple to us who are accustomed to a solar calendar; but it must have appeared revolutionary to the Romans, who had always thought primarily in terms of the moon and its phases.

Although the calendar of Sosigenes and Caesar is essentially the calendar employed today, we notice a difference in the names of the two months following June. The original names the Roman Senate soon changed. Quintilis became Julius and Sextilis became Augustus, in honor of Julius Caesar and Caesar Augustus, respectively. The original names of these months were merely the Latin words for the numerals "fifth" and "sixth," and therefore they could be changed without any religious scruples. The names of the first six months had religious connotations, and could not be altered so easily. It is surprising that later meddling with the names of the last four months did not become permanent; they remain Latin numerals, "seventh," "eighth," "ninth," and "tenth," respectively.

Yes, it is true, odd as it may seem, that we still use the Latin numerals for the last four months of the year, although their meanings do not coincide with their place in the calendar. December, for example, is the twelfth month, although its name means "tenth." Originally, however, these names did harmonize with their place in the calendar, for in very early times the new year began on March

1. Then, of course, December would truly be the tenth month, November the ninth month, etc.

Sosigenes' solution to keep the time "in joint" would be final if—and the if becomes important over the years—a true solar year were exactly 365.25 days long. A calendar of 365 days for each of three years plus a leap year of 366 days every fourth year would harmonize perfectly with the movement of the earth in relation to the sun. But the solar system has not been too cooperative. The earth completes its annual orbit around the sun every 365.24+ days. On the average, then, the calendar of Julius Caesar and Sosigenes is too long by 11 minutes and 14 seconds.

Who cares about 11 minutes and 14 seconds when one is thinking in terms of a year? It seems to be a small matter at first. After several generations, however, it becomes greater, amounting to one day every 128 years. Even this difference does not appear too important until centuries upon centuries have passed. And so the calendar remained as established for over sixteen hundred years. By 1582 A.D., the calendar was in need of a ten-day revision. Pope Gregory XIII, therefore, directed that ten days be omitted from the year 1582. Also, he made one minor change in the Julian calendar, namely, concerning leap years. To take care of the one day every 128 years, which amounts to approximately three days in four hundred years, he ordered the omission of leap year in all years divisible by one hundred, but the observance of leap year in all years divisible by four hundred. So, although the year 1900 was not a leap year, the year 2000 will be a leap year.

With the exception of the minor change of Gregory, our calendar is essentially that of Julius Caesar and his astronomer Sosigenes, who first introduced a solar calendar. Since it began on January 1, 45 B.C., January 1, 1956 A.D. marks the two thousandth birthday anniversary of our calendar—a ripe old age for a wonderful solution of keeping "the time in joint."

Our calendar may look forward to many happy returns of its anniversary day. Another minor alteration, however, concerning leap years will be in order before it reaches its 4000th birthday anniversary. The alteration of Pope Gregory XIII would be ideal if the Julian calendar had been off one day every 133½ years. But since the error was one day every 128 years, someone in authority

should omit leap year in the years divisible by 4000 and include leap year in the years divisible by 40,000—if time marches on that long!



THE CLASSICAL LABORATORY

By FRANK C. BOURNE
Princeton University

(Editor's Note: These were Professor Bourne's introductory remarks at the Eighth Latin Institute of the American Classical League.)

WE ARE all familiar with the uses and importance of the scientific laboratory which I suppose all colleges and most high schools boast: in fact, it would be un-American, I fancy, not to be familiar with this phenomenon and its importance. And if it is here that man has learned and has taught much concerning the structure, functions, and interrelations of both inorganic and organic reality, still I presume that any thoughtful scientist would admit that of course each of his experiments was in some small sense unique, no matter how exactly he tried to repeat a previous one. At least he is using different atoms or molecules, a different rat or tadpole, and he himself, the experimenter, is that much older and wiser than he was a few hours earlier, when he performed what he calls the "same" experiment. This may seem relatively unimportant, yet it is an unavoidable aspect of our universe, due to its historical nature; and if you reflect on it a moment you may agree that indeed this scientific difficulty that no two experiments are exactly alike has its parallel in our lives, where no two moments are exactly alike, since the second differs at least in that it has had the first precede it.

Now, while I have long understood the importance of the scientific disciplines—physics, chemistry, biology, geology, psychology—for many years, it seems to me, if I thought of it at all, I probably considered astronomy a rather frivolous pursuit. It occurred to me only in my late twenties that chemists and physicists had had to turn to the heavens to find a laboratory such as the earth nowhere could offer. There problems of distance, temperature, density, and pressure were worked out under their eager eyes. The astronomical laboratory, then, has proved its importance in the increase of knowledge of our world. We have only to recall such examples as the discovery of helium on the sun before it was found on earth; or the proof of one of Mr. Einstein's theories by observing during an eclipse that the light of a star

does bend as it passes the sun. And yet, again, we always need to remind ourselves, despite the proved utility of this astronomical laboratory, that the fantastic rates of radiation of astronomical bodies and the rapid expansion of the universe itself bring it about that no two of our so-called experiments are exactly alike.

I would not maintain that their problems are the same; but there is a certain similarity between the difficulties of the scientist in his investigation of the problems of physical reality and of the humanist in investigating our social, cultural, and spiritual problems. If a chemist were given a pellet of lead and told to analyze it thoroughly, he would probably not simply sit and contemplate the pellet. A part of it, at least, he would subject to the chemical processes and analytical apparatus of his earthly laboratory; and he might also turn to his astronomical laboratory to hunt, through spectrum analysis, for lead out in the universe with a historic structure similar to that of his sample. But members of western civilization, and especially Americans, have tended of late years not to follow this example. Surely we all adhere to the old adage, "Know thyself," but like the foolish chemist who merely contemplates his pellet of lead, we have stared at ourselves with such narcissistic admiration that, like the religious fanatics who are said to have seen the Holy Virgin rising from their own navels, we have seen Statues of Liberty rising from our own.

Yet we have laboratories prepared for us where we can learn to know ourselves, and act thereupon, if we will; and I refer, of course, to the vast panoramas of other civilizations, and especially to that one which is for us better documented than any other except our own—Greco-Roman civilization. We must be the first to admit that the classical laboratory is far less exact than the scientific or astronomical ones, for the number of experiments so far is pitifully small and the factors involved very complex. But we must not because of this desert this our surest help—just as the scientist has not deserted his, though he cannot exactly duplicate experiments. Perhaps a parable will clarify this: An old man and a young man may each have pneumonia, but the old man alone die. Why? It may be that in this case the pneumonia virus is not the only element present which must be considered. There is old age too. To understand the part that it played in bringing about death

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.; EUGENE S. MCCARTNEY, 202 Michigan Union, Ann Arbor, Mich.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in American Classical League includes subscription to

THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
Copyright, 1956, by the American Classical League

requires a different approach. If one could isolate the virus in *that* old man, *that* virus would probably do very well for the study of the whole phenomenon of pneumonia viruses. But for old age we need to study many old men and women, and perhaps the appearance of old age in other organisms as well. I would suggest, then, that many of the problems of the western world resemble the virus, and the reason why they are so perplexing is the matter for an unimpassioned and careful study of the comparative anatomy of history—that is, the study of some other well-documented history than our own, where we can view the reaction of a social and political body to external force and internal disease, and do so without passion and partisanship. Centuries ago Lucretius observed that no one of us knows for sure that he is mortal: we infer it because we see that when others have the same afflictions that we do, only in more acute form, *they* have died.

Surely it is our wish as educators, and the wish of American parents and American statesmen, that our educational system foster the development of men of insight and understanding. But it is one of the blind follies of this age to think that a study of the immediate past is sufficient for this. It is as though a physicist, knowing the mass of the sun and moon, and the distance of each from the earth, proved incontrovertibly by mathematics that the effect of the moon on the earth must far outweigh that of the sun. This just is not so. "Neither in outer space nor in time can the potency of a force be measured by the single

dimension of distance." If it could, the fact that we had pie for lunch would be of greater import to us than that our mother was a saint or that our father was a drunkard. Or, since we are Britain's offspring, one would suppose that our admirable constitution was a development of the British parliamentary system instead of a refinement of the experiences of the Greco-Roman world as we know that it really was.

That in the fields of language and humane letters, history and social studies, philosophy and religion our efforts are of vital importance is the theme of our gathering on this occasion.



NOTES AND NOTICES

The American Philological Association and the Archaeological Institute of America met jointly at the Morrison Hotel in Chicago, Ill., on December 28, 29, and 30, 1955. A meeting of the Council of the American Classical League was held on the same occasion. The 1956 joint meeting of the societies will be held in Philadelphia.

Officers of the American Philological Association for 1956 are: President, George E. Duckworth, of Princeton University; First Vice-President, C. Bradford Welles, of Yale University; Second Vice-President, Gertrude E. Smith, of the University of Chicago; Secretary-Treasurer, Paul L. MacKendrick, of the University of Wisconsin; Editor, Francis R. Walton, of the Florida State University.

The Classical Association of the Atlantic States held its fall meeting on November 26, 1955, in Atlantic City, New Jersey.

SUMMER SCHOLARSHIPS FOR TEACHERS

Teachers of the classics are fortunate in having available to them a great array of scholarships for summer study in Italy and Greece. Outstanding among these scholarships are the following:

Scholarships of the American School of Classical Studies at Athens.—The John White Field and the Harry Huntington Powers Memorial Scholarships, each with a stipend of \$500, are available for the summer session of 1956 at the School. Undergraduate and graduate students and teachers of the classics are eligible to apply for the scholarships. Applications must be received before February 1, 1956. Information may be obtained from Professor Gertrude Smith, University of Chicago, 1050 East 59th St., Chicago 37, Ill.

In addition, the American School grants a stipend of \$250 to any winner of a regional scholarship who enters its summer school.

Scholarship of the Classical Association of the Atlantic States.—A grant of \$200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Inquiries should be addressed to the President of the Association, Professor John F. Latimer, George Washington University, Washington, D. C.

Scholarship of the Classical Association of the Middle West and South.—The Semple Scholarship of \$250 is available to a teacher of Greek or Latin in a secondary school within the territory of the Association, for summer study in 1956 at the American School of Classical Studies at Athens. Knowledge of Greek is not a requirement for the award. Applications must be in by January 16. Information may be secured from Professor Grace L. Beede, University of South Dakota, Vermillion, S. D.

Scholarship of the Classical Association of New England.—An award of \$200 is available to a secondary-school teacher of Latin or Greek who is a member of the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the New Jersey Classical Association.—A grant of

\$200 for study at the summer session of the American Academy in Rome is available to a member of the Association. Information may be obtained from Dr. Edna White, 127 Summit Ave., Jersey City, N. J.

Scholarship of the New York Classical Club.—A grant of \$200 will be available for summer study at the American Academy in Rome or the American School of Classical Studies at Athens. Any member of the Club in good standing for at least two years may apply, but preference is given to applicants who at the time of the application are actively engaged in teaching Latin or Greek. Applications should be sent on or before January 10, 1956, to Dr. Ralph E. Marcellino, 190-06 Haywood Road, Holliswood 23, New York.

Scholarships of the Ohio Classical Conference.—A scholarship worth \$350 for summer study at the American Academy in Rome or the American School of Classical Studies at Athens is open to teachers of Latin in the high schools of Ohio. Applications must be submitted before February 1, to Professor W. R. Jones, The Ohio State University, Columbus, Ohio. The Conference also awards two scholarships worth \$60 each for study at any summer Latin Institute of the recipient's choice.

Scholarship of the Pennsylvania State Association of Classical Teachers.—The Edith M. Jackson Rome Scholarship grants \$200 for summer study at the American Academy in Rome to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Applications must be submitted by January 21, to Miss Verna I. Seitzinger, 201 Cecil Ave., West Lawn, Pa.

Scholarships of the University of Pittsburgh.—The Marshall Memorial Scholarships for study abroad grant annually one or two awards of \$500 each for summer study in Athens or Rome. Preference is given to persons having some affiliation with the University of Pittsburgh. Further information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

Scholarship of the Vergilian Society of America.—One scholarship, and possibly two, will be available for two weeks of summer study at the Villa Vergiliana, in the Naples-Cumae area. Each scholarship will grant \$300 in cash and remission of tuition. Applicants must be members of the Vergilian Society, and must

apply before February 15. Further information may be obtained from Professor Charles T. Murphy, Oberlin College, Oberlin, Ohio.

Scholarship of Victoria College, Toronto, Canada.—Victoria College of the University of Toronto offers a summer traveling scholarship in classical studies of the value of \$1000, to be used at the American Academy in Rome or (with special permission) the American School of Classical Studies at Athens. The scholarship is open only to graduates of Victoria College, and is awarded biennially, the next award to be made for the summer of 1957. Further information may be obtained from Professor H. G. Robertson, Victoria College, Toronto 5, Canada.

In the case of winners of regional scholarships, the American Academy in Rome remits tuition charges.

Fulbright Grants.—Twelve grants are made to American teachers of the classics and ancient history for the summer session of the American Academy in Rome. Applications for these grants close in October; accordingly, applications made now must be for the summer of 1957. Further information may be obtained from the Department of Health, Education, and Welfare, Office of Education, Division of International Education, Washington 25, D. C.

STUDENT SCHOLARSHIPS IN CLASSICS

Amherst College again announces its Harry de Forest Smith Scholarship in Greek, open to students who will enter Amherst in the fall. The stipend is \$500. The holder of the scholarship will be required to take Greek in his freshman year. A competitive examination for boys in their senior year in secondary school, who have had two or more years of Greek, will be held in March. Further information may be obtained from Professor Wendell Clausen, Amherst College, Amherst, Mass.

Rockford College and Rockford Men's College offer an achievement award in Latin of \$500 for one year. Students who have had two or more years of Latin in high school may compete. Candidates for this award should take the College Board Achievement Test in Latin on March 17, 1956. The recipient of the award is expected to continue the study of Latin for one year, but need not choose a major in the field. Further information may be obtained from the Director of Admission, Rockford

College and Rockford Men's College, Rockford, Illinois.

The University of Pittsburgh has several scholarships available for undergraduate students of the classics, on the Robert S. Marshall Memorial Fund. Full information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.



CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by various colleges and universities throughout the country. Copy for the May, 1956, issue must be in by March 1. Members of college faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the Editor, Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. Please do not send catalogues.



CONTEST CLOSING

Readers are reminded that this year's Verse Writing Contest will close on February 1. Entries may be sent to Prof. Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y., or to any of our Associate Editors. The rules of the contest may be found in our November issue, page 15.



JCL SONG

The national song of the Junior Classical League, "The Purple and Gold," is now available in printed form. A sheet containing the words and music sells at 3¢ a copy, or 35 copies for \$1.00. Address Norine Morris, Junior Classical League, Greenville High School, Greenville, Texas.



WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1955 (page 15), or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

ROMAN FRONTIERSMEN

A Portion of a Paper
By PAUL MACKENDRICK
University of Wisconsin

AMONG THE Romans of the Republic we can find recognizable frontier types. The best examples are Cato the Elder and Marius, who came from hill-towns near Rome. Cato was born in Tusculum, and was so much a self-made man that his grandfather was not even a Roman citizen. We know what he looked like: red hair, grey eyes, prominent teeth, a ruddy complexion: a foursquare peasant type. We know his personality: a stern moralist, opposed to luxury and frills; a cultural isolationist, a Greek-hater, assuming a rustic pose in the midst of his cultivated fellow-senators; a hard task-master, a grim apostle of the religion of eat-it-up, wear-it-out, make-it-do. We know his interests: we have his farmer's handbook, formless, old-fashioned in tone, but actually an up-to-date account, based on his own experience and knowledge of the new techniques of capital farming.

Marius came from Arpinum, a hill-town which also produced Cicero, a more complicated frontier type whose ambition driven by inferiority complex helped to carry him to the highest office in the land. Marius was a G. I. general, bluff, uncultured, with all his wounds in front; a poor boy, little used to the decadence of cities, who rose from the ranks by merit, and opened the way for others to do so. Known for temperance and endurance, he was popular with his men, because he shared their hardships and because he was a hater of aristocracy, a great and unorthodox frontier fighter in forest and mountain and desert.

Roman history is full of men like these, and the frontier bred them; they are the Jacksons and the Lincolns of the ancient world. "That coarseness and strength combined with acuteness and inquisitiveness; that practical, inventive turn of mind, quick to find expedients; that masterful grasp of material things, lacking in the artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal that buoyancy and exuberance which comes with freedom—these are the traits of the frontier, or traits called out elsewhere because of the existence of the frontier." The words are Frederick Jackson Turner's, describing American frontiersmen; they perfectly suit the hardfaced men who made the Roman Empire.

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a program for the Caesar class or the Latin Club or the school assembly? For material see page 42.

TWO FILMS ON
CLASSICAL SUBJECTS

By EUGENE S. MCCARTNEY
University of Michigan
"ULYSSES"

EPAMINONDAS WONDERED how in a busy world a certain man could take time to die. Homer has never enjoyed such leisure. He is still alluring, captivating, intriguing, beguiling, fascinating, enchanting, enrapturing. He has all the merits that Cicero attributes to *studia*. It has been estimated that in the period from January, 1939, to April, 1955, there appeared between 1500 and 2000 items of Homeric worth of serious consideration (*The Classical Weekly*, October 24, 1955, p. 17). One of Homer's heroes, Ulysses, is now adventuring in a motion picture.

Before his eighth birthday the youthful Schliemann discovered proof of the existence of Troy in an engraving that showed Aeneas rescuing Anchises and Ascanius from the burning city. Perhaps we can be equally naive while viewing the picture. It depicts the entry of the wooden horse into Troy; the storm at sea buffeting Ulysses and his men; the reception of the shipwrecked Ulysses on the shores of Phaeacia by Nausicaa and his entertainment at the court of Alcinoos; the captivity of Ulysses and his crew in the cave of the Cyclops; the sorcerer Circe changing Ulysses' men into swine and beguiling Ulysses in her palatial grotto; the struggling of Ulysses as he listens to the song of the Sirens while lashed to a mast; his ship passing between Scylla and Charybdis (thus condemning future generations to see and hear a trite metaphor); and Ulysses' return to Ithaca, together with the rescue of his wife and home from the suitors. In the slaying of the suitors Ulysses acts with the gusto and abandon of a Douglas Fairbanks.

Much of the film is based on Ulysses' own recital of his adventures before the court of Alcinoos. Critical students who intend to see the film might read at least Books VI-XII of

the *Odyssey*, the story of Ulysses' wanderings till he leaves Phaeacia for Ithaca. Incidentally the reading will enable them to note some discrepancies between the text and the film.

In the *Odyssey* (vi, 127-138) the shipwrecked Ulysses goes in search of the persons whose voices he hears; in the film Nausicaa finds him exhausted and prostrate on the shore, but some changes had to be made here for a visual production. The epic restricts Ulysses' participation in the Phaeacian games to throwing the discus, but the film requires a contest of longer duration and more action. Although it is the twentieth year since his departure from home as a young man and although he has not had time to recover from the shipwreck, he engages in a rough wrestling match with a muscular Phaeacian youth. As he defeats his rival, the crowd gives him an ovation that may have been patterned upon the cheering that greets a game-winning touchdown today. In the picture we see Polyphemus guzzling relays of grape juice (not wine) rushed to him fresh from the trampling feet of the captives in the cave. It would hardly occur to an ancient Greek to attribute such a drink even to a monster.

In the film Polyphemus is the *ne plus ultra* of ugliness and repulsiveness, so that I had to turn my head aside several times. Penelope is a vision; Polyphemus is a sight.

In the oral tradition of many widely scattered peoples the episode of Ulysses and Polyphemus has proved extremely popular. One author has collected, analyzed, and classified no fewer than 221 versions of the tale. The variations differ so little that they seem to have been derived from a common original, "whether that original was the narrative of the *Odyssey* or, more probably, a still older folktale which Homer incorporated in his epic." (See J. G. Frazer's edition of Apollodorus, II, 404-455, especially 404 and 405, note 2.)

As one whose enjoyment of films depends on their appeal to the eye, I was fascinated by the beautiful clothes in this one. A person who has examined exquisite examples of needlework by Greek and other European peasants will not be likely to conclude that the clothes are too gorgeous (cf. Homer's passing references to Phaeacian needlework, vii, 95-97, 109-111). And after seeing a reconstruction of a palace at Pylos in *The Illustrated London News* (August 27, 1955, pp. 346-347) I am ready to believe in the existence of

resplendent ancient palaces like that of Alcinous (vii, 81-97).

This film does so much to make vivid the wanderings and adventures of Ulysses that, unlike more demanding classicists, I am not greatly disturbed by liberties taken with the story. The portrayal will doubtless induce many curious viewers to read the *Odyssey* for the first time.

Audio-Visual Guide (1630 Springfield Ave., Maplewood, New Jersey) has for sale at \$7.50 a filmstrip in color that consists of sixty representative scenes from the film *Ulysses*. It would be especially helpful in studying costumes. A "Guide to the Discussion and Appreciation of *Ulysses*," a twelve-page illustrated reprint from *Audio-Visual Guide Magazine*, is available from the same firm at 25¢ a copy, 15¢ each in lots of 100, 10¢ in lots of 500, 8¢ in lots of 1000.

"ALEXANDER THE GREAT"

The short-lived Alexander remains an engrossing world figure, and articles and books continue to analyze his hopes, ambitions, and achievements. There are various approaches to the study of his life. A biography whose subtitle reflects the thought and aspirations of our own day is *Alexander the Great: The Meeting of East and West in World Government and Brotherhood*, by C. A. Robinson, Jr. (New York: E. P. Dutton and Co., 1947). According to *Life* (November 14, 1955, p. 79), the producer of the new film on Alexander "sought to portray a psychologically complex young man who tried to unify the world by force and only succeeded in destroying himself."

The motion picture, which is in Technicolor, has not yet been shown in theaters (November 26); I am making up this notice of it from a colored filmstrip of fifty-three frames offered at \$7.50 by Audio-Visual Guide (1630 Springfield Ave., Maplewood, New Jersey). Among the characters and scenes in it are Alexander, his parents, his teacher Aristotle, Darius, Alexander cutting the Gordian knot; Macedonian and Persian panoply and battle arrays, especially at Gaugamela (Arbela), where the scythe-bearing chariots of the Persians are rushing to the attack; Alexander at Persepolis; the review of his army before he sets out for India; and Alexander in sickness and death. The strip would be useful for leisurely study in an enlarging machine (Kodagraph). A printed Guide to its use in class is available also

from Audio-Visual Guide, at the same prices as those listed for the study of *Ulysses*.

The article in *Life* gives a brief account of the production of the film in Spain and is accompanied by pictures in color as well as in black and white, and also by a study of Alexander written by the historian Sir Harold Nicolson. He was born in Persia, and he has visited places mentioned in the ancient accounts of Alexander's conquests.

Obviously the full-length film will be lavish and spectacular, but it seems hardly possible to make the battle scenes too realistic. Aemilius Paulus, a seasoned Roman general who commanded the legions at Pydna in 168 B.C., said afterward that he had never seen a sight more terrible and alarming than the Macedonian phalanx of Perseus (Plut. *Aemilius Paulus* xix, 1-2). In the filmstrip the long spears of the Macedonians at Gaugamela appear menacing even when held in a vertical position. When the spears of several ranks were leveled and projected beyond the first rank, the formation must have looked unassailable. Polybius (xviii, 29, 1) notes that, if the phalanx was in its proper formation and strength, no frontal attack on it could be successful and nothing could withstand its charge. Though less flexible than the legion, the phalanx had some maneuverability. The phalanx at Gaugamela opened up as the Persian scythe-bearing chariots charged against it.

Those who seek more than mere entertainment in the film should read in advance Polybius xviii, 29-32, where, in contrasting the merits of the phalanx and the legion, he calls attention to certain limitations of the former. A refresher reading of Plutarch's *Life of Alexander* would also add to one's enjoyment of the film.



REJOICE IN THE PRESENT

(HORACE, ODES I, XI)

By JANE DETTINGER ANTHONY
Utica, New York

Do not ask or seek out—we cannot know—what end the gods will give

Thy brief life, yea, or mine, Leuconoe, nor do thou try, as some,

Babylonian counts. Better far to bear whatever fate must come,

Whether Jupiter grants long winters yet, or this thy last to live

When Etrurian flood breaks 'gainst the cliffs with jagged points.

Be thou wise; strain the wine. Life is but brief; curb then far-reaching hopes.

While we speak will be gone envious time. Seize on the day which opes,

Nor be trustful of what, some future day, bitterly disappoints.



EPICIDIUM IN CANEM

Qui in Domo Vesonii Primi

Pompeiana Perit

By ROGER A. PACK

University of Michigan

Vesivius excussit flammantia moenia mundi:

Quaenam, Parthenope, fata fuere tua?

Pompeii Stabiaeque ruunt, ac litorea amoena

Heraclea iacent diruta pumicibus!

Nutavere domus, eversaue templa decorum,

Dum cives agitat sulphuris acer odor.

Plaustra etiam saxis—dictu mirabile!—fulsa

Huc iterum redeunt, unde abiере modo.

Conscendit navem, praiceps penetravit in altum

Plinius intrepido corde; relicta soror

Atque nepos juvenis, studio qui forte vacabat,

Cui mage quam cineres Livius esset amor.

Tu quid agis, domuum cum milia plura labarent

Exitioque urbes dederet una dies?

Deliciae fullonis eras custosque fidelis, Sed tenuit collum saeva catena tuum!

Dum latras misere ah! misere discedere quaerens,

Evasit dominus proripuitque pedes.

Hic nusquam est hodie, tua forma perennior aere:

Corpore gypsato tota figura manet!

Lectores benevoli, vobis suadere velim ut illas epistulas denuo legatis, quas Plinius minor de clade Campaniae exaravit.

AESOP IN RENAISSANCE
PROPAGANDABY CHAUNCEY E. FINCH
Saint Louis University

IN AN article entitled "Aesop in Propaganda," published by the present writer in THE CLASSICAL OUTLOOK for April, 1951 (XXVIII, 74-75), attention was called to several instances in which the *Fables* of Aesop had been used as propaganda weapons both by the Russians and by the Voice of America in propaganda directed at the Russians. The use of Aesop's *Fables* for propaganda purposes, however, is in no sense a modern invention. Two anonymous poems contained in Codex Vaticanus Latinus 3194 provide an excellent example of the manner in which Aesop was employed for the same purpose in Italy during the Renaissance.

The first of these two anonymous poems is labelled as an invective directed at the Venetians by the Paduans; the second, as an invective sent in reply to the Paduans by the Venetians. Each poem consists of twenty verses. The meter of the first is dactylic hexameter, that of the second elegiac distich. The even-numbered lines in each poem are verbatim, or almost verbatim, quotations from the Latin version of the *Fables* of Aesop by Walter of England. The odd-numbered lines, which are the work of the anonymous author or authors, also, in some instances, contain obvious references to other *Fables* of Aesop.

Codex Vaticanus Latinus 3194, written in a style of handwriting characteristic of the early part of the sixteenth century, contains in its 153 folia a variety of items by several different scribes dealing, for the most part, with various phases of Venetian history. Copies of a large number of letters and speeches dating from the decade between 1430 and 1440 are included, as well as a few from somewhat earlier or later periods. For some unexplained reason two separate copies of the pair of invective poems here being dealt with are included in this one manuscript, each by a different scribe. It is improbable that either copy was made from the other, since each scribe has in some cases preserved the correct text where the other was in error. On the other hand, it is fairly certain that the two copies were made from the same source, since several identical errors are to be found in both. The first copy (here designated A) extends from f. 87v to f. 88v; the second (B), from f. 111r to f. 111v.

The text of the two poems included below has been prepared from a microfilm copy of Vat. Lat. 3194 in the possession of the Knights of Columbus Foundation for the Preservation of Historic Documents at the Vatican Library, the office of which is at Saint Louis University. In the references following many of the lines, those citations preceded by H refer by fable number and line number to the edition of the *Fables* of Walter of England by Leopold Hervieux (*Les Fabulistes Latins*, Vol. II, Paris, 1894, pp. 316-351). Those citations preceded by P indicate the number of the corresponding fable in the edition of Aesop by Ben E. Perry (*Aesopica*, Vol. I, Urbana, 1952).

The two poems are as follows:

Invectiva Paduanorum contra Venetos
Continens Carmina Esopi et Auctoris
Connexa Simul

Si timidum cernis Venetum lapsumque dolentem,
Tu qui summa potes, ne despice parva potentem. (H18.23; P150)
Altitudo condam: Vereti sunt fame muti;
Nam leo rete subit, nec prodest viribus uti. (H18.17; P150)
Conqueriturque gemens sub sidere natus iniquo;
Hunc timeat casum, qui se non fulcit amico. (H16.11; P481)
Dissolvit pangens in sultibus usque superbis;
Omne genus pestis superat mens dissona verbis. (H3.3; P384)
His alio mitis depressis cornibus esto;
Privatur phaleris, auro privatur honesto. (H43.13; P565)
Hinc referas lesus cui spectas lumine cenum;
Dic, sedes, ubi sella nitens, ubi nobile frenum? (H43.17; P565)
Efferat bucca silet. Dic, cur non spumea rugit?
Cur manet hic gemitus, cur illa superbia fugit? (H43.19; P565)
Non status immensus nec fugiens cultus abisset,
Si tibi nota satis nature meta fuisset. (H35.13; P472)
Exitus huic tristis misero sua colla capistrat,
Qui plus posse putat sua quam natura ministrat. (H35.11; P472)
Qui leo sit punctus pede tantus acumine sentis; (P563)
Rem potuit tantam minimi prudentia dentis. (H18.21; P150)

Explicit invectiva Paduanorum.

(*Titulus continentes codd.*: 5, conqueriturque A; scidere A; 7, pongens *codd.*; 10, privatum B; falleris A; faleris B; 11, cui] cur B; 12, sela *codd.*; 15, abisset A; 16, mesta A; 17, misero *om.* A; 18, qui Herv.: ubi AB; 19, acumen *codd.*: acumine *scripsi.*)

Incipit Invectiva Venetorum contra
Paduanos Continens Carmina Esopi
et Auctoris Connexa Simul

Si tibi nunc Patave Fortune filia nubit,
Qui nimis est tutus, retia iure subit. (H20.14; P39)
Ipse tui maneat contentus numine fati;
Vulnera ne facias que potes ipse pati. (H33.14; P426)
Munera te fatue moneo comperere vocis;
Non stolidus doctum debet adire iocis. (H11.8; P484)
Crede michi veris quod regula vocibus ed't:
Unde brevis cepit lesio, magna redit. (H32.8; P525)
Nec credas fati paulum non flatibus equi;
Ex hoc melle solet pestis amara sequi. (H9.12; P480)
Rere leonis opes aut viribus adice palum;
Consilium sequitur certa ruina malum. (H26.16; P506)
Equari vis rana bovi; dat Bacchus, opinor; (P376, 376a)
Maiori timeas obvisus ire minor. (H51.12; P93)
Palladaque et Bacchum pariter non rite sequeris;
Utiliter servit nemo duobus heris. (H44.12; P566)
Equora nostra time; ne vocibus utere pravus;
Est locus iste levis; illa ruina gravis. (H35.10; P472)
Sepe merum Venetus Patavum de curribus accit;
Preteriti ratio scire futura facit. (H49.12; P555)

Explicit Invectiva Venetorum

(*Titulus Venetorum om.* A; continens B; actoris B; 3, numine] munere B; 7, edit] colit A; 10, mele *codd.*; 13, bacus A; oppinor A; 15, bacum A; 19, decunibus *codd.*: de curribus *scripsi*; Explicit Invectiva Venetorum *om.* B.)

The historical incident which occasioned this exchange of invectives was in all probability the dismemberment of Venetian territory brought about by the League of Cambrai in 1508. As a result of the activities of

the League, Venice was reduced to a relatively minor status, with many of her possessions going to other powers. On this occasion Padua, which had formerly been under Venetian control, was taken over temporarily by the Emperor Maximilian, only to be surrendered again to Venice shortly thereafter (cf. H. W. Brown, *Venice, An Historical Sketch of the Republic*, London and New York, 1893, pp. 338-342). The invectives were probably exchanged by the two states in this brief period when Padua was under the control of the Emperor.

The thought of the first invective, interpreted in the light of the *Fables* from which quotations are taken, is somewhat as follows: In your present plight you Venetians should recall that, as is indicated by the fable of the lion and the mouse, a stronger power should never underrate a weaker power, since that weaker power may at some time be in a position to render great service to the stronger power. You are now in the same situation as the lion in that same fable, who, on becoming entangled in a net, found his own strength of no avail. You bemoan your fate, but you should remember the fable of another lion, who, when weakened by sickness and old age, found himself at the mercy of other animals, and should realize that this is bound to happen to the nation which makes no efforts to win friends. In failing to honor your agreements made with other nations you Venetians should have given consideration to the fact that, as is indicated by the fable of the frog and the mouse, the nation which employs deceit is likely to perish along with the nation deceived.

From another point of view, you Venetians can be considered as being in the position of the horse who, according to the fable, as long as he was equipped with a beautiful saddle and fine trappings, was very scornful of the lowly ass, but later on was compelled to accept the same lot as the ass when he was stripped of his finery as a result of an accident sustained by him. If you Venetians had known your own limitations, you might not have become involved in your present difficulties; but, like the crow in the fable, who thought that by pluming himself in peacock feathers he could pass himself off as a peacock, you tried to make others believe you were more important than you actually were. A nation which follows such a course is bound to suffer just such a fate as you have

suffered. Recall again the story of the lion and the mouse, and bear in mind that the weak little mouse was able to render a great service to the proud lion.

The argument submitted in reply by the Venetians, likewise interpreted in the light of the *Fables* which are quoted, runs as follows: Now that you Paduans are enjoying such good fortune, just remember that in the fable about the swallow who warned the other birds of the dangers involved in permitting human beings to grow substances capable of being converted into nets, the other birds, because of their failure to accept the advice of the swallow, suffered the fate of being hunted with these same nets. Beware that you do not, by disregarding our warnings, become the prey of others. Then, too, thought should be given to the fable about the fox who served a liquid dinner to his guest, the stork (or crane), knowing that the latter would be able to eat nothing, and was later punished by being invited by the stork to a dinner at which food was served in a tall jar from which he could extricate nothing. With this story in mind, avoid inflicting on others injuries which you may later have inflicted on yourselves. Remember also the story of the clever wild boar who refused even to argue with the stupid ass, and do not attempt in your own stupidity to make clever remarks at the expense of those who are wiser. If you begin employing insults, you will receive worse, as you might guess from the fable of the fly who kept tormenting the bald man. Do not put too much trust in fickle chance, since bitter disappointment is likely to be your reward, as is indicated by the fable of the dog who was unable to recover her home after having turned it over temporarily to another dog about to become the mother of a pup.

There is another fable about a lamb who was being tenderly cared for by a goat, and who, on being urged by a wolf (or dog) to return to his own mother, pointed out that this was very bad advice, and that certain ruin follows bad advice. You Paduans should remember this in connection with some of the advice you are receiving, and so should either give consideration to the strength of us Venetians or increase your own strength. Like the frog who, in the fable, tried to puff herself up to the size of an ox, you, probably under the influence of wine, are imagining yourselves to be as powerful as we are. But your case

is as hopeless as that of the viper in the fable who tried to gnaw at the file. You must realize that you cannot serve both Wisdom and Wine: it is impossible to serve two masters at once, as is indicated by the fable of the fight between the quadrupeds and the birds, according to which one bird deserted his own cause to help the quadrupeds, with the result that after the fight he was hated by both groups. Stay away from our territory and avoid using arrogant words, since the fable of the crow who brought grief upon himself by putting on peacock feathers and pretending that he was more important than he actually was applies to you too. And finally remember the fate of the courtesan in the fable, who, on trying to persuade her admirer of her undying love, was reminded that experiences of the past give an indication of what can be expected in the future.

BOOK NOTES

The *Aeneid* of Vergil. Newly translated with an Introduction by Kevin Guinagh. New York and Toronto: Rinehart & Co., Inc., 1953. Pp. xxxii plus 351. 75¢

The paper-covered Rinehart Editions, of which the present volume is No. 63, have been gratefully used by teachers of both English literature and other literatures in translation. The profession will not be pleased with this addition to the series.

The version itself, adhering so closely to the Latin text as almost to give the effect of a "pony," is in the best—or worst—tradition of translation English. The result is, for the most part, prosaic or even unidiomatic language; occasionally the rendering is ludicrous or actually wrong. A few samples will show the reader what to expect: I, 657-659: "But the goddess of Cythera turned over in her mind new artifices and new plans, so that Cupid, the features of his face being changed, would come in place of sweet Ascanius"; II, 565-566: "All in their weariness had deserted and leaped to the ground or had thrown themselves into the fire in their exhaustion"; VIII, 104-106: "Together with him, Pallas, his son, all the leaders of the youths, and the poverty-stricken senate were offering incense"; I, 402-405: "She spoke and as she turned aside, she showed her rosy throat (*sic*), while the hair of her head breathed forth the divine perfume of ambrosia. Her dress fell

to her feet, and she appeared a true goddess in her bearing."

The thirteen line-drawings of Aeneas, Juno, Mars, etc., that serve as illustrations, are taken from ancient vases, but are poorly reproduced and ill-chosen: Mars looks effeminate, Jupiter is a beardless youth, and Venus is anything but lovely. The glossary of proper names is inadequate and contains grotesque errors: Ajax son of Oileus is a Trojan warrior, Cybele is known as Dindymus. The map of Aeneas' wanderings is confused and also inadequate.

The best that can be said is that the similes are uniformly well done, and that the introduction admirably provides the information needed for an intelligent reading of the epic.

—K.G.

Leaven for the Frontier: The True Story of a Pioneer Education. By Florence Bennett Anderson. Boston: The Christopher Publishing House, 1953. Pp. 437. \$4.75.

Mrs. Anderson, who is well known to readers of THE CLASSICAL OUTLOOK as the author of, among other books, *The Black Sail*, here presents a biography of her father-in-law, Alexander Jay Anderson, 1832-1903. With loving care she provides a full picture of the Anderson family's antecedents in Scotland, the arrival in this country in 1833, and the further fortunes of the various members of what developed into a real clan as they pushed gradually westward. The emphasis, of course, is laid upon the educational achievements of the subject of the biography, and so the book is also a contribution to the history of American education from 1850, when young Anderson matriculated at Knox College in Galesburg, Illinois, until 1891, when he resigned the presidency of Whitman College in Walla Walla, Washington. Between these two dates extended a life-time of service to secondary and higher education in Illinois and the Pacific Northwest. It is interesting to note that one of Anderson's sons, Louis Francis (1861-1950), long served as professor of Greek and Latin at Whitman College.

The text is pleasantly supplemented by family portraits and other illustrations that help to give the reader the flavor of the times and places described.

—K.G.

Studies in the Italian Renaissance. By B. L. Ullman. Rome: Edizioni di Storia e Letteratura (18 Via Lancetotti), 1955. Pp. 404. Paperbound. 4500 lire.

After distinguishing himself in earlier years in such varied fields as palaeography, Latin literature, and the origin of the alphabet, not to mention the pedagogy of high-school Latin, Professor Ullman has more recently been devoting his attention to the Italian Renaissance. The superb volume which now comes to hand is a convincing demonstration of his outstanding contribution to that field as well.

The book consists of twenty separate studies or articles, some entirely new, others rewritten or reprinted. They range from broad surveys (e.g., Chapter I, "Renaissance—The Word and the Underlying Concept" and Chapter II, "Some Aspects of the Origin of Italian Humanism") to detailed notes (e.g., Chapter XIII, "Chrysoloras' Two Letters to Coluccio Salutati"). Some of the chapters are careful and scholarly publications of new or little-known Latin texts of the Renaissance (e.g., Chapter XIV, "Additions to Salutati's Letters"). Many of the articles have a popular flavor, or a touch of the romantic thrill which comes with the discovery of a long-lost manuscript or document (e.g., Chapter IV, "The Post-Mortem Adventures of Livy" and Chapter XII, "The Dedication Copy of Giovanni Dominici's *Lucula Nectis*"). In most of the studies, Dr. Ullman's interest in palaeography is evident.

There are seven plates, all palaeographical, and an Index of Names.

In the opinion of this reviewer, the volume will prove essential to all students of the Italian Renaissance.

—L.B.L.

The Septicentennial Celebration of the Founding of the Sorbonne College in the University of Paris. Chapel Hill: University of North Carolina, 1953. Pp. ix plus 49. Paperbound.

The University of North Carolina was host in 1953 to a celebration of the seven-hundredth anniversary of the founding of the Sorbonne. On that occasion addresses were given by René Hardré ("A Brief History of the University of Paris and of the Sorbonne"), Astrik L. Gabriel ("The Spiritual Portrayal of Robert de Sorbonne"), and B. L. Ullman ("The Library of the Sorbonne in the Fourteenth Century"). All three addresses, together with the prayer of St. Thomas Aquinas for students, read on this occasion, and a greeting from the French Republic, are beautifully printed in this official commemorative document. The addresses are of considerable general interest,

and the booklet forms a dignified tribute to the great university and its founder.

Professor Ullman's address is now reprinted, with some rewriting, in his *Studies in the Italian Renaissance* (pp. 41-53), under the title "The Sorbonne Library and the Italian Renaissance." It is not only scholarly, but interesting and readable as well. In it, professors of the twentieth century will learn, perhaps with some qualms of guilt, of their predecessors of the fourteenth century who kept library books out "on indefinite loan," so much so that the books were dubbed "libri vagantes"!—And of the chained books which were occasionally loaned, "but only after a faculty vote!"

—L.B.L.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money order, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20c for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau has for sale the following seasonal material.

FEBRUARY

Mimeographs

- 557. Suggestions for a program on February 22. 10¢
- 588. Cicero walks with Washington and Lincoln at midnight. A short play in English. 15¢
- 606. Roamin' with the Romans. A clever program for club, assembly, "Open House," or radio. 20¢

ST. VALENTINE'S DAY

Mimeographs

- 317. Suggestions for a Valentine's Day program. 5¢
- 422. The making of Latin Valentines. 20¢
- 501. A Valentine party by a Vergil class. 10¢
- 566. The loves of Jupiter. Directions for making hand puppets, and a play for them. 10¢

621. "Cupid and Psyche" in living pictures. 4 girls, 2 boys. 15 minutes. 20¢
642. Cinderella. An easy Latin playlet in three scenes. 8 minutes. 20¢
653. Pomona: A puppet play. 5 puppets. Or may be given as a stage play. 20¢
654. Persephone: A puppet play. 6 puppets. Or may be given as a stage play. 25¢

Valentine Cards

VC. A small picture of a Pompeian wall painting depicting Cupids grinding grain. Inside, a Valentine sentiment in Latin. Printed in red. Envelopes to match. 5¢ each.

VM. A picture of a Roman mosaic showing a Cupid driving a dolphin. Inside, a Valentine sentiment adapted from an epigram of Martial. Colors, purple and gold. Envelopes to match. 7¢ each, 15 for \$1.00.

THE IDES OF MARCH

Mimeographs

231. Exitium Caesaris. A Latin play. 25¢
500. Suggestions for a Latin program for the Ides of March. 10¢
551. A trip through Roman history. A burlesque skit. 1 reader, 2 or 3 off-stage "sound-effects" men. 15¢
567. Julius Caesar. An amusing "musical comedy" in three scenes burlesquing the story of the slaying of Caesar. 15¢
581. Suggestions for celebrating the Ides of March or the birthday of Rome April 21. 15¢

MATERIAL FOR TEACHING CAESAR

For a complete list of Service Bureau material on the teaching of Caesar's *Gallie War* see THE CLASSICAL OUTLOOK for January, 1955, or send for a free classified list "Caesar."

The Service Bureau has for sale the following previously announced material:

PINOCULUS

A Latin version of *Pinocchio*. An American edition with notes and vocabulary. \$2.10.

TEACHING FIRST-YEAR LATIN

A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference in 1938. Price, while the supply lasts, \$1.00.

A LATIN CLUB

The seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is still available at 75¢ a copy.

LATIN WORD LIST

A booklet containing all the Latin words prescribed by the College Entrance Examination Board for the first, second, and third years, with English meanings. Prepared by John K. Colby. 50¢ each, in any quantity.

OUR LATIN VERB TOWN

A completely revised edition of an old favorite. May be used as a game or for class drill on verb endings. Order as Mimeograph 607 (15¢). Includes directions for use and a 3-page set of attractively printed colored charts: Chart A for the present indicative system of the regular verbs; Chart B for the perfect indicative and subjunctive systems; Chart C for the present subjunctive system. Extra printed charts are available at 5¢ a set.

FREE CLASSIFIED PRICE LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Gifts and Awards, Latin Clubs, Latin Games, Miscellaneous, Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil and Mythology, Word Study.

RECENTLY REVISED MIMEOGRAPHS

The following mimeographs have been revised since January 1, 1954. For a list of recently revised mimeographs 1-33 see THE CLASSICAL OUTLOOK for October, page 10. For a list of recently revised mimeographs 35-279 see THE CLASSICAL OUTLOOK for November, page 23.

294. Officium stellae: A liturgical play in Latin suitable for presentation at Christmas. 10¢
303. Latin tests for the ninth grade. 15¢
305. A written lesson to test the pupil's understanding of the background of the orations against Catiline. 10¢
307. Key to Mimeograph No. 306. A written lesson for a review of rhetorical figures used in Vergil. 5¢
316. Headings for a notebook in the junior high school. 5¢
328. "Open House" in the Latin department. 15¢
343. Julia. A play in Latin. 20¢
350. Vergil as a magician. 15¢
382. Saturnalia. A play in Latin. 15¢
387. Suggestions for a Vergilian pro-

gram for pupils who are not studying Vergil. 10¢

398. Special Vergilian program for Latin clubs. 15¢
405. Some examinations for the Vergil class. 20¢
407. Dimensions for Greek costumes. 10¢
409. The cultural possibilities of Cicero's orations. 15¢
413. Astronomical signs with classical derivations. 10¢
439. A brief analysis of the direct method of teaching Latin. 15¢
440. A page from the diary of a wealthy Roman. 10¢
448. A list of secondary Latin textbooks reported in print as of March 1, 1954. 15¢
450. A list of mythological characters in Vergil's *Aeneid*. 10¢
451. Some observations on the value of Latin to the student of English. 15¢
454. Suggestions for making and costuming Roman dolls. 15¢
468. Special topics for the Caesar class based on T. Rice Holmes' *Caesar's Conquest of Gaul*. 15¢
472. A suggestion for using charades in a Latin club. 5¢
522. How to produce a puppet show. 15¢
530. Stories from mythology told for you in poetry. 15¢
534. More suggestions for the Latin club. 10¢
540. A project for the *Odyssey*. 10¢
552. Technical musical terms from Italian and ultimately from Latin. 5¢
560. Amusement for Latin pupils. A letter-rearrangement game. 5¢
565. Suggestions for Latin club initiations. 15¢
567. A musical comedy. 15¢
590. Latin and Greek club for nurses. 15¢
596. Latin versions of "The Marine Hymn" and "Anchors Aweigh." 10¢
599. Latin versions of "The Caissons Go Rolling Along" and "The Army Air Corps." 5¢
601. Apologies to the Romans and Horace Heidt. A musical skit. 15¢
602. New words: Effect of social change on vocabulary. A radio talk. 15¢
606. Roaming with the Romans: 1955 edition. 20¢
607. Our Latin verb town. A game for drill on verb endings. 15¢; extra sets of charts, 5¢ for each set of three.
624. Io Saturnalia! A playlet in Latin for beginning students. 10¢

(To be continued)

A Limited Offer:**Color Slides on Classical Subjects**

BY RAYMOND V. SCHODER, S.J., Ph.D.

Widely famous for their outstanding clarity, beauty, and composition. Include striking air views.

Copied by a special process to insure superior sharpness and color fidelity.

Available only by advance order, before Feb. 15, 1956.

A corresponding number of sets will then be produced, for distribution in early spring.

Price: \$12 a set (20 slides, at 60c each). 2 x 2", in cardboard mounts. With titles and boxed; accompanying notes.

Subjects offered: six different sets, 20 slides in each:

- A. GREECE I: Athens and central and northern Greece.
- B. GREECE II: Peloponnesus and Islands.
- C. ROME: the chief remains.
- D. ROME AND HER EMPIRE: Roman sites in Europe, Britain, N. Africa, Asia Minor.
- E. CLASSIC ITALY: Pompeii, Paestum, Cannae, Tusculum, Baiæ, Verona, Sicily, etc.
- F. VERGIL'S WORLD: Troy, Carthage, Cumæ, Avernus, Naples, etc.

Write at once for detailed list of contents and order blank, to:

PHOTO SERVICE DEPT.

West Baden College,
WEST BADEN SPRINGS, IND.

For Summer 1956:**Classical Summer School in Italy**

The Vergilian Society of America will conduct its regular summer program in the Naples area in three distinct sessions of two weeks each, (identical in itinerary:) July 1-14, July 15-28, July 29-Aug. 11.

On-the-spot lectures by American and Italian scholars at Cumæ, Lake Avernus, Pompeii, Herculaneum, Misenum, Pozzuoli, Baiæ, Paestum, Capri, Ischia, Vergil's Tomb, Stabiae, and the magnificent Naples Museum.

Pleasant modern living accommodations at the Villa Vereiliana in ancient Cumæ (—quiet, cool, with good cooking and a splendid sea-beach nearby.) The importance and variety of the sites visited and the scenic beauty of the region make the Cumæ Summer School a memorable experience. The rest of one's summer is left free for travel elsewhere in Europe (e.g. the Tour below).

Cost: \$90 for tuition and transportation to lecture sites; \$4.50 a day for room and meals.

A CLASSICAL TOUR

After the first session of the Cumæ program, a supplementary tour is offered to the main Classical sites and Museums in Sicily, Rome area, northern Italy, France, and England for an additional six weeks. Cost: \$305 for tuition, transportation by private bus, entrance fees, room and meals. Eliminates concern over problems of reservations, language, finding and understanding the key Classical remains.

For details, apply early to the Cumæ School Director:

REV. DR. RAYMOND V. SCHODER, S.J.

West Baden College

West Baden, Ind.

COLLEGE LATIN

basic text for a full-year introductory course in Latin for colleges and universities

by Norman DeWitt, John F. Gummere,
and Annabel Horn

The presentation of material and development of concepts in COLLEGE LATIN follow the same plan which has had such wide acceptance and approval in USING LATIN I and II. The college book, however, proceeds more rapidly and includes college-level material to interest and challenge every Latin student.

SCOTT,
FORESMAN AND COMPANY

CHICAGO 11 • ATLANTA 5 • DALLAS 2
PALO ALTO • NEW YORK 10

Publishers of

USING LATIN, BOOKS I, II, and III

LATIN STIMULI

STIMULATE your Latin classes by entering them in a Nationwide Latin Examination. This examination will be administered in March. The examination will be of the objective type so as to be more extensive. Plaques, medals and certificates will be awarded to those students achieving a percentile ranking of 93 or higher. You will be able to determine the exact percentile ranking of each of your students on a national basis. A fee of \$.08 per student will be charged. Write for free copy of last year's examination together with key and norms.

VITALIZE your Latin classes with dynamic tape recordings produced at leading educational institutions. A total of 28 stimulating programs ranging in price from \$.50 to \$1.00.

ANIMATE your Latin classes with Latin Stimuli such as puzzles, games, jokes, projects and interesting background material. A total of 17 different Latin Aids.

You need not remit for any of the above materials until you are completely satisfied with them and until you are sure that they can help you in the teaching of Latin. For a free listing of the above materials send to:

Donald R. Honz

Chairman, Latin Department

Central High School

SUPERIOR, WISCONSIN

YOU BE THE JUDGE

"Text That Talks"

As Your Textbook Has It

<input type="checkbox"/>	Eodem die	<input type="checkbox"/>
<input type="checkbox"/>	castra promovit et	<input type="checkbox"/>
<input type="checkbox"/>	milibus passuum sex	<input type="checkbox"/>
<input type="checkbox"/>	a Caesaris castris	<input type="checkbox"/>
<input type="checkbox"/>	sub monte consedit.	<input type="checkbox"/>
<input type="checkbox"/>	Postridie eius diei	<input type="checkbox"/>
<input type="checkbox"/>	praeter castra Caesaris	<input type="checkbox"/>
<input type="checkbox"/>	suas copias traduxit et	<input type="checkbox"/>
<input type="checkbox"/>	milibus passuum duobus	<input type="checkbox"/>
<input type="checkbox"/>	ultra eum	<input type="checkbox"/>
<input type="checkbox"/>	castra fecit	<input type="checkbox"/>
<input type="checkbox"/>	eo consilio, ut	<input type="checkbox"/>
<input type="checkbox"/>	frumento commeatuque qui	<input type="checkbox"/>
<input type="checkbox"/>	ex Sequanis et Haeduis	<input type="checkbox"/>
<input type="checkbox"/>	supportaretur	<input type="checkbox"/>
<input type="checkbox"/>	Caesarem intercluderet.	<input type="checkbox"/>

Eodem die castra promovit et milibus passuum sex a Caesaris castris sub monte consedit. Postridie eius diei praeter castra Caesaris suas copias traduxit et milibus passuum duobus ultra eum castra fecit eo consilio, ut frumento commeatuque qui ex Sequanis et Haeduis supportaretur Caesarem intercluderet. Ex eo die dies continuos quinque Caesar pro castris suas copias produxit et aciem instructam habuit, ut, so vellet Ariovistus proelio contendere, ei potestas non deesset. Ariovistus his omnibus diebus exercitum castris continuit, equestri proelio cotidie contendit.

Genus hoc erat pugnae quo se Germani exercuerant. Equitum milia erant sex, totidem numero pedites velocissimi ac fortissimi, quos ex omni copia singulos suae salutis causa delegerant; cum his in proeliis versabantur. Ad eos se equites recipiebant.

TUTOR reading filmstrips, vocabularies, and tests, will give your students new insight into the linguistic patterns of the Latin language. They take the boredom out of mental work and offer superior motivation to your students. For sight reading, memory work, grammar, vocabulary, they are a valuable help to complement any textbook. Group attention is concentrated on single points under complete teacher control. Good reading habits and correct eye movements are a natural outcome if you use filmstrips as a daily routine. There are 70 frames to each film strip. "Text That Talks" filmstrips are currently in use in over two thousand schools.

Send for your free filmstrip manual, lists of filmstrips and drill records.

from the workshop of Richard H. Walker

TUTOR THAT NEVER TIRES, INC.

Bronxville, New York

How Do

YOU Choose A Textbook?



See for yourself — inquire about

LATIN FOR AMERICANS

FIRST BOOK

1956 Edition

SECOND BOOK

1956 Edition

No question about it—this picture does not illustrate *your* method of choosing a text! You are aware of the many important elements that should be present in the text you pick to help you teach your students. You have a right to expect an attractive format, durable binding, appealing page design, and strong legible type. You are entitled to the most convenient and efficient organization of text material, as well as accurate information in which you can have confidence. These features, along with the most modern and effective teaching aids available, are the elements which have built the Macmillan reputation for over a half-century of textbook publishing. Macmillan texts are planned with you in mind; they are *designed* to help you teach.

*The Macmillan
Company*

New York 11 • Chicago 16 • Atlanta 9
Dallas 21 • San Francisco 5